

<b>Big Idea/Structure in the Arts (1) Reporting Category</b>		
Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.		
<b>End of Primary</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
<b>Music</b>		
<p><b>AH-EP-1.1.1</b>  <i>Students will begin to recognize and identify elements of music using musical terminology.</i>  <b>DOK 1</b>  <b>Elements of Music:</b>  <u>Rhythm</u> - bar lines, measures, whole notes, half notes, and quarter notes (aurally and visually)  <u>Tempo</u> - steady beat, faster, slower (aurally)  <u>Melody</u> - notes, lines and spaces on treble clef staff (visually)  <u>Harmony</u> - rounds and simple 2-part songs (aurally), songs are major or minor (aurally)  <u>Form</u> - call and response form, AB form and ABA form (aurally)  <u>Timbre (tone color)</u> - recognize different qualities of musical sounds, instruments by family-brass, woodwind, string, percussion (aurally and visually) and human voices (aurally)  <u>Dynamics</u> - soft, loud (aurally)</p>	<p><b>AH-04-1.1.1</b>  <i>Students will identify or describe elements of music in a variety of music. DOK 2</i>  <b>Elements of Music:</b>  <u>Rhythm</u> - time signature (2/4, ¾, 4/4), bar lines, rhythmic durations (whole, half, quarter, and 8th notes and rests), measure  <u>Tempo</u> - steady beat, slower or faster.  <u>Melody</u> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high vs. low notes (itches)  <u>Harmony</u> - unison (non harmony), parts (notes performed together to create harmony), major/minor (aurally)  <u>Form</u> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs  <u>Timbre (tone color)</u> - instruments by family - brass, woodwind, string, percussion (aurally and visually) and human voices (aurally)  <u>Dynamics</u> - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)</p>	<p><b>AH-05-1.1.1</b>  <i>Students will analyze or explain the use of elements of music in a variety of music. DOK 3</i>  <b>Elements of Music:</b>  <u>Rhythm</u> - time signature (2/4, ¾, 4/4), bar lines, rhythmic durations (whole, half, quarter, and 8th notes and rests), measure  <u>Tempo</u> - steady beat, slow, fast.  <u>Melody</u> - shape, direction (itches move up, down, by step, by skip, stay the same), treble clef sign, pitch notation (notes from middle C to F at top of treble clef staff), high notes vs. low notes (itches)  <u>Harmony</u> - unison (non harmony), parts (notes performed together to create harmony), major/minor (aurally)  <u>Form</u> - call and response, two-part (AB), three-part (ABA), round, verse/chorus, repeat signs  <u>Timbre (tone color)</u> - instruments by family - brass, woodwind, string, percussion, and human voices (high voices, low voices)  <u>Dynamics</u> - soft (piano - p), medium soft (mezzo piano - mp), medium loud (mezzo forte - mf), loud (forte - f)</p>
<p><b>AH-EP-1.1.2</b>  <i>Students will identify various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p>	<p><b>AH-04-1.1.2</b>  <i>Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p>	<p><b>AH-05-1.1.2</b>  <i>Students will identify and describe various styles of music (spirituals, game songs, folk songs, work songs, lullabies, patriotic, bluegrass).</i></p>

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End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Dance</b>		
<p><b>AH-EP-1.2.1</b> Students will observe dance/movement and describe elements and movements using dance terminology. DOK 1</p> <p><i>Elements of dance:</i>  <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag) levels (high, middle, low), Shape (individual and group shapes)  <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower  <u>Force</u> – dance movements that use more or less energy (e.g., gentle movement versus strong movements)</p> <p>Dance Form – beginning, middle, end</p>	<p><b>AH-04-1.2.1</b> Students will identify or describe elements of dance in a variety of dances. DOK 2</p> <p><i>Elements of dance:</i>  <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag) levels (high, middle, low), Shape (individual and group shapes)  <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower  <u>Force</u> – dance movements that use more or less energy (e.g., energy-sharp/smooth, weight-heavy/light, flow-free/bound)</p> <p>Dance Form - call and response, AB, ABA</p>	<p><b>AH-05-1.2.1</b> Students will analyze or explain the use of elements of dance in a variety of dances. DOK 3</p> <p><i>Elements of dance:</i>  <u>Space</u> – direction of dance movements (forward, backward, right, left, up, down), pathway (straight, curved, zigzag) levels (high, middle, low), Shape (individual and group shapes)  <u>Time (tempo)</u> – dance movements that follow a steady beat or move faster or slower  <u>Force</u> – dance movements that use more or less energy (e.g., energy-sharp/smooth, weight-heavy/light, flow-free/bound)</p> <p>Dance Form - call and response, AB, ABA</p>
<p><b>AH-EP-1.2.2</b> Students will observe, define, and describe locomotor (e.g. walk, run, skip, gallop) and nonlocomotor (e.g. bend, stretch, twist, swing) movements.</p>	<p><b>AH-04-1.2.2</b> Students will describe how dance uses time, space, force, and various locomotor and nonlocomotor movements to communicate ideas, thoughts, and feelings</p>	<p><b>AH-05-1.2.2</b> Students will describe how dance uses time, space, force, and various locomotor and nonlocomotor movements to communicate ideas, thoughts, and feelings.</p>

<b>Big Idea/Structure in the Arts (1) Reporting Category</b> Understanding of the various structural components of the arts is critical to the development of other larger concepts in the arts. Structures that artists use include elements and principles of each art form, tools, media, and subject matter that impact artistic products, and specific styles and genre that provide a context for creating works. It is the artist's choice of these in the creative process that results in a distinctively expressive work. Students make choices about how to use structural organizers to create meaningful works of their own. The more students understand, the greater their ability to produce, interpret, or critique artworks from other artists, cultures, and historical periods.		
End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Drama</b>		
<b><i>AH-EP-1.3.1</i></b> <i>Students will observe dramatic productions and describe literary elements, technical elements, and/or performance elements using drama/theatre terminology. DOK 1</i>  <i>Elements of drama:</i> <i>Literary elements - Story line (plot), Character, Story organization (beginning, middle, end)</i> <i>Technical elements - Scenery, Costumes, Props, Make-up</i> <i>Performance elements - Acting (how speaking, moving help to create characters)</i>	<b><i>AH-04-1.3.1</i></b> <i>Students will identify or describe elements of drama in dramatic works. DOK 2</i>  <i>Elements of drama:</i> <i>Literary elements - Story line (plot), Character, Story organization (beginning, middle, end), Dialogue, Monologue, Conflict</i> <i>Technical elements - Scenery (set), Costumes, Props, Sound and Music, Make-up</i> <i>Performance elements -</i> <i>Acting – use of face, body, voice to portray character</i> <i>Speaking – vocal expression, projection, speaking style, diction</i> <i>Nonverbal expression – gestures, facial expression, movement</i>	<b><i>AH-05-1.3.1</i></b> <i>Students will analyze or explain the use of elements of drama in dramatic works. DOK 3</i>  <i>Elements of drama:</i> <i>Literary elements - Story line (plot), Character, Story organization (beginning, middle, end), Dialogue, Monologue, Conflict</i> <i>Technical elements - Scenery (set), Costumes, Props, Sound and Music, Make-up</i> <i>Performance elements -</i> <i>Acting – use of face, body, voice to portray character</i> <i>Speaking – vocal expression, projection, speaking style, diction</i> <i>Nonverbal expression – gestures, facial expression, movement</i>
	<b><i>AH-04-1.3.2</i></b> <i>Students will identify describe and/or explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization.</i>	<b><i>AH-05-1.3.2</i></b> <i>Students will identify describe and/or explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization.</i>
<b><i>AH-04-1.3.3</i></b> <i>Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling).</i>	<b><i>AH-04-1.3.3</i></b> <i>Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling).</i>	<b><i>AH-05-1.3.3</i></b> <i>Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, and storytelling).</i>

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End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Visual Arts		
<p><b>AH-EP-1.4.1</b>  <i>Students will identify or describe works of art using elements of art, and principles of design.</i>  <b>DOK 1</b>  <u>Elements of art:</u>  <i>Line, Shape, Form, Texture, and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray)</i>  <u>Principles of design:</u>  <i>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</i></p>	<p><b>AH-04-1.4.1</b>  <i>Students will identify or describe works of art using elements of art, and principles of design.</i> <b>DOK 2</b>  <u>Elements of art:</u>  <i>Line, Shape, Form, Texture, and Color (primary and secondary hues) and color schemes (warm, cool, neutral-black, white, gray)</i>  <u>Principles of design:</u>  <i>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</i></p>	<p><b>AH-05-1.4.1</b>  <i>Students will analyze or explain works of art using elements of art, and principles of design.</i> <b>DOK 3</b>  <u>Elements of art:</u>  <i>Line, Shape, Form, Texture, and Color (primary and secondary hues) and color schemes/groups (warm, cool, neutral-black, white, gray, sometimes brown/beige as earth tones)</i>  <u>Principles of design:</u>  <i>Organization of visual compositions: Emphasis (focal point), Pattern, Balance (symmetry), Contrast (e.g., black/white, rough/smooth)</i></p>
	<p><b>AH-04-1.4.2</b>  <i>Students will identify and/or describe how an artist uses various media and processes.</i> <b>DOK 2</b>  <u>Media (plural) /medium (singular): (used to produce artworks)</u>  <i>Two-dimensional - crayon, pencil, paint, fabric, yarn, paper, papier-mâché</i>  <i>Three-dimensional - clay, papier-mâché</i>  <u>Art processes:</u>  <i>Two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping) and collage.</i>  <i>Three-dimensional - pottery, and sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)</i>  <u>Subject matter:</u> (e.g. landscape, portrait, still life)</p>	<p><b>AH-05-1.4.2</b>  <i>Students will identify and/or describe how an artist uses various media and processes.</i> <b>DOK 2</b>  <u>Media (plural) /medium (singular): (used to produce artworks)</u>  <i>Two-dimensional - crayon, pencil, paint, fabric, yarn, paper</i>  <i>Three-dimensional - clay, papier-mâché</i>  <u>Art processes:</u>  <i>Two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping) and collage.</i>  <i>Three-dimensional - pottery, and sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)</i>  <u>Subject matter:</u> (e.g. landscape, portrait, still life)</p>

**Bold – State Assessment Content Statement**

*Italics – Supporting Content Statement*

**Big Idea/Humanity in the Arts (2) Reporting Category**

The arts reflect the beliefs, feelings, and ideals of those who create them. Experiencing the arts allows one to experience time, place, and/or personality. By experiencing the arts of various cultures, students can actually gain insight into the beliefs, feelings, and ideas of those cultures. Students also have the opportunity to experience how the arts can influence society through analysis of arts in their own lives and the arts of other cultures and historical periods. Studying the historical and cultural stylistic periods in the arts offers students an opportunity to understand the world past and present, and to learn to appreciate their own cultural heritage. Looking at the interrelationships of multiple arts disciplines across cultures and historical periods is the focus of humanities in the arts.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Music</b>		
<p><b>AH-EP-2.1.1</b>  <i>Students will identify music from the following cultures and periods. DOK 1</i></p> <p><i>Cultures:</i>  Native American,  Appalachian, and  West African</p> <p><i>Periods:</i>  Colonial American</p>	<p><b>AH-04-2.1.1</b>  <i>Students will identify how music has been a part of cultures and periods throughout history. DOK 2</i></p> <p><i>Cultures:</i>  Native American,  Appalachian, and  West African cultures  <i>Similarities and differences in the use of music (e.g., purposes-ceremonial) and the use of elements of music among cultures (e.g., rhythm – polyrhythms in African music not in Native American, musical instruments)</i></p> <p><i>Periods:</i>  Colonial American (e.g. work songs, game songs, patriotic, lullaby, folk music)  Native American includes Pre-Columbian</p> <p><i>European influences in American music, similarities between the music in the American colonies and the great cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</i></p>	<p><b>AH-05-2.1.1</b>  <i>Students will describe or explain how music has been a part of cultures and periods throughout history. DOK 2</i></p> <p><i>Cultures:</i>  Native American,  Appalachian, and  West African cultures  <i>Similarities and differences in the use of music (e.g., purposes-ceremonial) and the use of elements of music among cultures (e.g., rhythm – polyrhythms in African music not in Native American, musical instruments)</i></p> <p><i>Periods:</i>  Colonial American (e.g. work songs, game songs, patriotic, lullaby, folk music)  Native American includes Pre-Columbian</p> <p><i>European influences in American music, similarities between the music in the American colonies and the great cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)</i></p>

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End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Dance</b>		
<p><b>AH-EP-2.2.1</b>  <i>Students will identify dances of the following cultures and periods. DOK 1</i></p> <p><b>Cultures:</b>  <i>Native American, Appalachian, and West African</i></p> <p><b>Periods:</b>  <i>Colonial American</i></p>	<p><b>AH-04-2.2.1</b>  <i>Students will identify how dance has been a part of cultures and periods throughout history. DOK 2</i></p> <p><b>Cultures:</b>  <i>Native American, Appalachian, and West African cultures, Similarities and differences in the use of dance (e.g. purposes - harvest, hunting dances in Native American and West African), use of elements of dance among cultures (e.g., use of space, time, or force, etc.)</i></p> <p><b>Periods:</b>  <i>Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances)  Native American includes Pre-Columbian</i></p>	<p><b>AH-05-2.2.1</b>  <i>Students will describe or explain how dance has been a part of cultures and periods throughout history. DOK 2</i></p> <p><b>Cultures:</b>  <i>Native American, Appalachian, and West African cultures, Similarities and differences in the use of dance (e.g. purposes - harvest, hunting dances in Native American and West African), use of elements of dance among cultures (e.g., use of space, time, or force, etc.)</i></p> <p><b>Periods:</b>  <i>Colonial American (European influences on American dance, e.g., social dances, square dancing, folk dances)  Native American includes Pre-Columbian</i></p>

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End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Drama</b>		
<p><b>AH-EP-2.3.1</b>  <i>Students will identify folktales, legends, or myths from the following cultures and periods. DOK 1</i></p> <p><i>Cultures:</i>            Native American, Appalachian, and West African</p> <p><i>Periods:</i>            Colonial American</p>	<p><b>AH-04-2.3.1</b>  <i>Students will identify how drama has been a part of cultures and time periods throughout history. DOK 2</i></p> <p><i>Cultures:</i>            Native American, Appalachian, and West African cultures (story telling, myths, legends, folktales)</p> <p><i>Periods:</i>            Colonial American - European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)            Native American includes Pre-Columbian</p>	<p><b>AH-05-2.3.1</b>  <i>Students will describe or explain how drama has been a part of cultures and time periods throughout history. DOK 2</i></p> <p><i>Cultures:</i>            Native American, Appalachian, and West African cultures (story telling, myths, legends, folktales)</p> <p><i>Periods:</i>            Colonial American - European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)            Native American includes Pre-Columbian</p>

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End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Visual Arts</b>		
<p><b>AH-EP-2.4.1</b>  <i>Students will identify art from the following cultures and periods. DOK 1</i></p> <p><i>Cultures:</i>            Native American,            Appalachian, and            West African</p> <p><i>Periods:</i>            Colonial American</p>	<p><b>AH-04-2.4.1</b>  <i>Students will identify how visual art has been a part of cultures and time periods throughout history. DOK 2</i></p> <p><i>Cultures:</i>            Native American,            Appalachian, and            West African cultures  <i>Similarities and differences in the use of art (e.g., purposes for creating art, folk art) and elements and principles of visual arts among cultures (e.g., how line, color, pattern, etc. are used in artworks)</i></p> <p><i>Periods:</i>            Colonial American            European influences in American visual art, similarities between the visual art in the American colonies and the great cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)            Native American includes Pre-Columbian</p>	<p><b>AH-05-2.4.1</b>  <i>Students will describe or explain how visual art has been a part of cultures and time periods throughout history. DOK 2</i></p> <p><i>Cultures:</i>            Native American,            Appalachian, and            West African cultures  <i>Similarities and differences in the use of art (e.g., purposes for creating art, folk art) and elements and principles of visual arts among cultures (e.g., how line, color, pattern, etc. are used in artworks)</i></p> <p><i>Periods:</i>            Colonial American            European influences in American visual art, similarities between the visual art in the American colonies and the great cities of Europe (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)            Native American includes Pre-Columbian</p>



**Big Idea/Purposes for Creating the Arts (3) Reporting Category**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Music</b>		
<p><b>AH-EP-3.1.1</b>  <i>Students will experience music created for a variety of purposes. DOK 1</i></p> <p><i>Purposes of music:(reasons for creating music)</i>  <u>Ceremonial</u> -music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment, (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience, music created and performed in a concert setting for an audience</p>	<p><b>AH-04-3.1.1</b>  <i>Students will identify how music fulfills variety of purposes. DOK 2</i></p> <p><i>Purposes of music:(reasons for creating music)</i>  <u>Ceremonial</u> -music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment, (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience</p>	<p><b>AH-05-3.1.1</b>  <i>Students will describe or explain how music fulfills variety of purposes. DOK 2</i></p> <p><i>Purposes of music:(reasons for creating music)</i>  <u>Ceremonial</u> -music created or performed for rituals or celebrations, (e.g., patriotic music, music for worship)  <u>Recreational</u> - music for entertainment, (e.g., music for play such as game songs, music for dances and social events, music for physical activities, music as a hobby)  <u>Artistic Expression</u> - music created with the intent to express or communicate one's emotions, feelings, ideas, experience (e.g., music created and performed in a concert setting for an audience)</p>

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End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Dance</b>		
<p><b>AH-EP-3.2.1</b>  <i>Students will experience dance created for a variety of purposes. DOK 1</i></p> <p><i>Purposes of dance:(reasons for creating dance)</i>  <u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u>Recreational</u> - dancing for recreation, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u>Artistic Expression</u> – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance, narrative dance), dance created and performed in a concert and/or theatrical setting for an audience</p>	<p><b>AH-04-3.2.1</b>  <i>Students will identify how dance fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of dance:(reasons for creating dance)</i>  <u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u>Recreational</u> - dancing for recreation, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u>Artistic Expression</u> – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance, narrative dance, dance created and performed in a concert and/or theatrical setting for an audience)</p>	<p><b>AH-05-3.2.1</b>  <i>Students will describe or explain how dance fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of dance:(reasons for creating dance)</i>  <u>Ceremonial</u> - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship)  <u>Recreational</u> - dancing for recreation, to support recreational activities, (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)  <u>Artistic Expression</u> – dance created with the intent to express or communicate emotion, feelings, ideas, information, (e.g., ballet, tap dance, narrative dance, dance created and performed in a concert and/or theatrical setting for an audience)</p>

**Big Idea/Purposes for Creating the Arts (3) Reporting Category**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Drama</b>		
<p><b>AH-EP-3.3.1</b>  <i>Students will experience dramatic works created for a variety of purposes. DOK 1</i></p> <p><i>Purposes of Drama/Theatre:(reasons for creating dramatic works)</i>  <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)  <u>Passing on tradition and culture</u> -to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths, and legends)  <u>Recreational</u> (e.g., for entertainment, drama/theatre as a hobby)  <u>Artistic Expression</u> – dramatic works created and performed in a theatrical setting for an audience</p>	<p><b>AH-04.3.3.1</b>  <i>Students will identify how drama/theatre fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of Drama/Theatre:(reasons for creating dramatic works)</i>  <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)  <u>Passing on tradition and culture</u> -to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths, and legends)  <u>Recreational</u> (e.g., for entertainment, drama/theatre as a hobby)  <u>Artistic Expression</u> – drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g. dramatic works created and performed in a theatrical setting for an audience)</p>	<p><b>AH-05.3.3.1</b>  <i>Students will describe or explain how drama/theatre fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of Drama/Theatre:(reasons for creating dramatic works)</i>  <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)  <u>Passing on tradition and culture</u> -to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths, and legends)  <u>Recreational</u> (e.g., for entertainment, drama/theatre as a hobby)  <u>Artistic Expression</u> – drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g. dramatic works created and performed in a theatrical setting for an audience)</p>

**Big Idea/Purposes for Creating the Arts (3) Reporting Category**

The arts have played a major role throughout the history of humans. As the result of the power of the arts to communicate on a basic human level, they continue to serve a variety of purposes in society. The arts are used for artistic expression to portray specific emotions or feelings, to tell stories in a narrative manner, to imitate nature, and to persuade others. The arts bring meaning to ceremonies, rituals, celebrations, and commemorations. Additionally, they are used for recreation and to support recreational activities. Students experience the arts in a variety of roles through their own creations and performances and through those of others. Through their activities and observations, students learn to create arts and use them for a variety of purposes in society.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Visual Arts</b>		
<p><b>AH-EP-3.4.1</b>  <i>Students will experience visual art works created for a variety of purposes. DOK 1</i></p> <p><i>Purposes of Art:(reasons for creating art)</i>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g. ceremonial masks)  <u>Artistic Expression</u> - artwork to express or communicate emotions, ideas, feelings, (e.g., for self expression, or to decorate or beautify, also includes visual arts as a hobby)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)  <u>Functional</u> - artistic objects used in everyday life, (e.g., pottery, quilts, baskets, includes visual arts as a hobby)</p>	<p><b>AH-M4-3.4.1</b>  <i>Students will identify how art fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of Art:(reasons for creating art)</i>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g. ceremonial masks)  <u>Artistic Expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, or to decorate or beautify objects)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, wall paintings)  <u>Functional</u> - artistic objects used in everyday life, (e.g., pottery, quilts, baskets, etc.)</p>	<p><b>AH-05-3.4.1</b>  <i>Students will describe or explain how art fulfills a variety of purposes. DOK 2</i></p> <p><i>Purposes of Art:(reasons for creating art)</i>  <u>Ceremonial</u> - ritual, celebration, artworks created to support worship ceremonies (e.g. ceremonial masks)  <u>Artistic Expression</u> - artwork to express or communicate emotions, ideas, feelings (e.g., for self expression, to decorate or beautify objects)  <u>Narrative</u> - artworks that tell stories, describe and illustrate experiences, or communicate ideas or information, art to document important or historical events (e.g., Native American totem poles, cave and wall paintings)  <u>Functional</u> - artistic objects used in everyday life, (e.g., pottery, quilts, baskets, etc.)</p>

**Big Idea/Processes in the Arts (4) Not A Reporting Category**

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Music</b>		
	<b>AH-04-4.1.1</b> <i>Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter.</i>	<b>AH-05-4.1.1</b> <i>Students will create and notate short, simple melodies that demonstrate melodic shape/contour and meter.</i>
	<b>AH-04-4.1.2</b> <i>Students will create and perform simple melodic or rhythmic accompaniments to given melodies.</i>	<b>AH-05-4.1.2</b> <i>Students will create and perform simple melodic or rhythmic accompaniments to given melodies.</i>
	<b>AH-04-4.1.3</b> <i>Students will improvise answers in similar style to given rhythmic and/or melodic phrases.</i>	<b>AH-05-4.1.3</b> <i>Students will improvise answers in similar style to given rhythmic and/or melodic phrases.</i>
<b>AH-EP-4.1.4</b> <i>Students will sing and play alone simple rhythmic or tonal patterns by reading simple music notation.</i>	<b>AH-04-4.1.4</b> <i>Students will sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble.</i>	<b>AH-05-4.1.4</b> <i>Students will sing and play alone simple rhythmic or tonal patterns by reading music notation. Be able to sustain own part in an ensemble.</i>
<b>AH-04-4.1.5</b> <i>Students will sing alone and with others a varied repertoire of music.</i>	<b>AH-04-4.1.5</b> <i>Students will sing alone and with others a varied repertoire of music.</i>	<b>AH-05-4.1.5</b> <i>Students will sing alone and with others a varied repertoire of music.</i>

**Big Idea/Processes in the Arts (4) Not A Reporting Category**

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Dance</b>		
<b>AH-EP-4.2.1</b> <i>With a partner or in a small group, students will perform dances using the elements of dance and various movements.</i>	<b>AH-04-4.2.1</b> <i>Students will create patterns of movement incorporating the elements of dance (space, time and force).</i>	<b>AH-05-4.2.1</b> <i>Students will create patterns of movement incorporating the elements of dance (space, time and force).</i>
	<b>AH-04-4.2.2</b> <i>Students will create a movement sequence with a beginning, middle, and end.</i>	<b>AH-05-4.2.2</b> <i>Students will create a movement sequence with a beginning, middle, and end.</i>
<b>AH-04-4.2.3</b> <i>Students will perform traditional folk dances, square dances, and social dances of ethnic groups. (Native American, West African, African-American, American folk)</i>	<b>AH-04-4.2.3</b> <i>Students will perform traditional folk dances, square dances, and ethnic dances. (Native American, West African/African-American, Early American and folk)</i>	<b>AH-05-4.2.3</b> <i>Students will perform traditional folk dances, square dances, and ethnic dances. (Native American, West African/African-American, Early American and folk)</i>

**Big Idea/Processes in the Arts (4) Not A Reporting Category**

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Drama</b>		
<b><i>AH-EP-4.3.1</i></b> <i>Students will perform in dramatic situations that incorporate Literary, Technical and Performance elements.</i>	<b><i>AH-04-4.3.1</i></b> <i>Students will create and perform using elements of drama (Literary, Technical, Performance).</i>	<b><i>AH-05-4.3.1</i></b> <i>Students will create and perform using elements of drama (Literary, Technical, Performance).</i>
	<b><i>AH-04-4.3.2</i></b> <i>Students will improvise to tell stories that show action and have a clear beginning, middle, and end. (Literary elements)</i>	<b><i>AH-05-4.3.2</i></b> <i>Students will improvise to tell stories that show action and have a clear beginning, middle, and end. (Literary elements)</i>

**Big Idea/Processes in the Arts (4) Not A Reporting Category**

There are three distinctive processes involved in the arts. These processes are creating new works, performing works for expressive purposes, and responding to artworks. Each process is critical and relies on others for completion. Artists create works to express ideas, feelings, or beliefs. The visual arts capture a moment in time while the performing arts (music, dance, drama/theatre) are performed for a live audience. The audience responds to the artistic expressions emotionally and intellectually based on the meaning of the work. Each process enhances understanding, abilities, and appreciation of others. Students involved in these processes over time will gain a great appreciation for the arts, for artists past and present, and for the value of artistic expression.

End of Primary	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>Visual Arts</b>		
	<b>AH-04-4.4.1</b> <i>Students will create artwork using the elements of art and principles of design.</i>	<b>AH-05-4.4.1</b> <i>Students will create artwork using the elements of art and principles of design.</i>
<b>AH-EP-4.4.2</b> <i>Students will choose media to create artworks with a basic understanding of how to use the media.</i>	<b>AH-04-4.4.2</b> <i>Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</i>	<b>AH-05-4.4.2</b> <i>Students will use a variety of media and art processes to produce two-dimensional (2-D) and three-dimensional (3-D) artwork.</i>